

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
MSS 630/CE 627
Instruction & Assessment in Theological Education

Dene Wood, Ed.D.
dwood@agts.edu

Fall 2007

COURSE SYLLABUS

COURSE DESCRIPTION

A study of teaching and evaluation principles, strategies, and methods appropriate in the Bible Institute/College context, with a special consideration of multicultural adaptations. Basic concepts, structure, and content of course plans, syllabi, and lesson plans are examined and explained. Various teaching methods and techniques are demonstrated and analyzed. Testing and other evaluation methods are presented and discussed.

COURSE OBJECTIVE

The comprehensive objective of this course is twofold: to enable students (1) to achieve a greater understanding of the multi-faceted dynamics of the teaching-learning environment and process in higher education and (2) to apply that knowledge personally and professionally.

LEARNING OUTCOMES

With focused and active participation in this learning experience, each student can attain his/her goals for an effective ministry in teaching and should be able to effectively

1. ***Comprehend*** the uniqueness of a Christian philosophy of education and ***articulate*** the biblical implications of the ministry of teaching.
2. ***Appreciate*** teaching as an art and value the qualities, both natural and cultivated, of the artists who practice it.
3. ***Articulate*** the important connection between theory and application in education.
4. ***Integrate*** into one's teaching insights gained from psychological developmental theories.
5. ***Explore*** major learning systems and identify specific principles for teaching that evolve from these systems.
6. ***Adapt*** teaching methods to needs and variations of value orientations of culturally diverse student bodies.
7. ***Prepare*** appropriate course plans, syllabi, lesson plans, and evaluation instruments for courses in a Bible institute/college in various settings.
8. ***Respond*** to Christ's command to "Go and teach them all that I have commanded you."

Please note:

(1) Students may vary in their competency levels on the above abilities. (2) Students can expect to acquire the above learning outcomes *only if* they honor all course policies, attend class regularly, complete all assigned work on time and in good faith, and meet all other course requirements and expectations.

TEXTBOOKS

Required:

1. Davis, Barbara Gross. *Tools for Teaching*. San Francisco: Jossey-Bass, 1993.
2. Lowman, Joseph. *Mastering the Techniques of Teaching*. San Francisco: Jossey-Bass, 1995.
3. Yount, William. *Created to Learn*. Nashville, TN: Broadman & Holman, 1996.
4. Yount, William. *Called to Teach*. Nashville, TN: Broadman & Holman, 1999.

Recommended as excellent references:

1. Banner, J.M. & H. C. Cannon. *The Elements of Teaching*. New Haven: Yale University Press, 1997.
2. Ford, Leroy, *A Curriculum Design Manual for Theological Education*. Nashville, TN: Broadman Press, 1991.
3. Lingenfelter, Judith & Sherwood Lingenfelter. *Teaching Cross-Culturally: An Incarnational Model for Learning and Teaching*. Grand Rapids, MI: Baker Academic, 2003.
4. McKeachie, Wilbert. *Teaching Tips*. 10th ed. Boston, MA: Houghton-Mifflin, 1999.
5. *Faculty Manual: A Guide for Bible School Teaching*. Asia Pacific Education Office: Bible Schools Division, Laguna Hills, CA. 1996.

COURSE REQUIREMENTS

1. **Attendance.** Attend regularly and arrive on time for the beginning of class and following breaks. Chronic absences and tardiness will negatively impact your final grade. Actively participate in all class activities, conversations, and assignments.
2. **Textbooks.** Read textbooks as assigned, carefully and thoughtfully, and be able to discuss content and make appropriate application in specific assignments. A course outline and reading guide will be shared the first day of class. Students will maintain a reading log.
3. **Teaching Portfolio.** This constitutes the **course project** and will involve completion of the following tasks:
 - a. Select a real or hypothetical Bible institute/college where you plan to teach a course of study that you will be qualified to teach. Give a brief description of the setting, including the where, who, what, how, and why questions. This part of the project need not take more than 3–5 pages. (Specifics will be given in class.)

- b. Develop a course design, including the syllabus, for the Bible institute/college course that you would like to teach
- c. Write detailed lesson plans for three class sessions of the course.
- d. Compile two exams for the course—a mid-term and final.

Due date for each component will be discussed in class.

- 4. **Assessment:** (1) Assessment of students' learning is an on going process and will involve a variety of class activities and intermittent evaluations. (2) All assigned reading must be completed. (3) The Teaching Portfolio must be completed and reflect stated objectives and expectations. (4) A final examination will be administered
- 5. **Personal Initiative:** Meet with the professor for a one-on-one session.

COURSE THEMES

- I. Profile of Theological Education and the Ministry of Teaching
- II. The Learner
- III. Teaching-Learning Dynamics
- IV. The Teacher
 - I. The Art and Science of Teaching
 - II. Evaluation of Learning

GRADING CRITERIA

- 1. Reading Log and active Participation in class..... 10%
- 2. Teaching Portfolio..... 60%
 - ◆ Course Design & Syllabus 10%
 - ◆ Lesson Plans (3) 30%
 - ◆ Examinations (2) 20%
- 3. Final Exam..... 30%

GUIDELINES FOR SUCCESS IN THIS COURSE

- 1. Attend class regularly and prepare for all class sessions. Each class is designed to engage *each* participant in the dynamics of the teaching-learning process. Each class becomes a “bridge” to the next.
- 2. Complete all course requirements as specified.
- 3. Participate actively in class discussions. Think. Express ideas and doubts. Ask questions. Listen to classmates. Contribute from your own background. Help make the class a vibrant *community of learners*.
- 4. Talk with the professor about your concerns and areas of need.

AGTS GRADING SCALE

A+	Publishable Papers Submitted
A	100—94
A-	93—90
B+	89—87
B	86—84
B-	83—80
C+	79—77
C	76—74
C-	73—70
D+	69—67
D	66—64
D-	63—60
F	59—0

SPECIAL FOCUS

We will participate in the AGTS community chapel that is scheduled for Wednesday, October 10, 2007 from 10:30—11:45 a. m.

ACADEMIC INTEGRITY

It is assumed that students at AGTS will endeavor to be honest and of high integrity in all matters pertaining to Seminary life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misusing facilities, removing books and other property not one's own, and disrupting classes.

Cheating is defined as “intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.” It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is “intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.” Plagiarism is “intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.” One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, an “F” on an individual paper, exam, or course; loss of campus employment; disciplinary probation; removal from extracurricular activities; and suspension. (*AGTS Student Handbook*).

CLASSROOM ETIQUETTE

Cell Phones

Please turn off cell phones, pagers, etc. as you enter the classroom. Personal communication should be done before or after class, not during the class session.

Computers

Computers should be used in the classroom only for purposes related to the course. It is a breach of classroom etiquette and an act of disrespect toward the professor and the community of learners when students use computers to entertain themselves during the class session.

Discussions & Conversations

Opportunities for questions, discussion, and interaction among students will be a viable part of the learning dynamic. You are encouraged to be an active participant in the teaching-learning process.

In respect to others, refrain from private conversations and interaction during the teaching-learning process.

CONTACT INFORMATION

Office Phone: (417) 268-1067
Home Phone: (417) 864-4887
Email: dwood@agts.edu

Meetings with the professor are **encouraged** and are **available** by appointment.

SPECIFIC DATA

Prepared by: Dene Wood, Ed.D.
Visiting Professor of Missions & Education
July 2007

SELECTED BIBLIOGRAPHY

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- Duane, James, ed. *Individualized Instruction--Programs and Materials*. Englewood Cliffs, NJ: Educational Technology Publications, 1973.
- Duffy, Donna Killian and Janet Wright Jones. *Teaching Within the Rhythms of the Semester*. San Francisco: Jossey-Bass, 1995.
- Eble, Kenneth E. *The Craft of College Teaching*. 2 ed. San Francisco: Jossey-Bass, 1988.
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- Howard, Gary R. *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools*. New York: Teacher's College Press, 1999.
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